First 5 California Commission for Children and Families
Evaluation Questions and Data Collection Plan for Fiscal Year 2009-2010 Power of Preschool Bridge Sites

First 5 CA Evaluation Question	Core Measures	Optional Measures	Data Sources	Data Collection Strategy
1. What are the most effective Preschool Demonstration Project outreach strategies for parents?	• Describe outreach strategies used to enroll ***programs/providers***. If your approaches have changed over time, describe why. (E.g., "we initially sent out flyers but found that community workshops were much more effective.") • #/% of provider types enrolled (Head Start, state preschool, school-based, private nonprofit, private for-profit, family child care homes) • Describe outreach strategies used to enroll ***families*** (if applicable). If not applicable, describe why. (E.g., "Our policy is to leave enrollment of families up to individual program sites." Or, "For this first year, we focused solely on enrolling programs.") • Total # of POP spaces planned for Year 1 (based on proposal to First 5 CA) • # of POP spaces enrolled as of October 31, 2009 • # of POP spaces not enrolled as of October 31, 2009 • Describe reasons for any disparities between # of spaces planned and # enrolled (e.g.,no toilets) **IF APPLICABLE**: • How did PoP ***applicants*** hear about the program? (#/% of applicants hearing about the program via each method described) Consider all applicants to the program from July 1, 2009 – June 30, 2010. • How did PoP ***enrollees*** hear about the program? (#/% of enrollees hearing about the program via each method described: overall and by race/ethnicity; ELL; special needs status of children). Consider all enrollees to the program from July 1, 2009 – June 30, 2010.	• # of children on waiting list for POP spaces as of October 31, 2009 • % of 4-year-old children in target catchment area enrolled in POP programs as of October 31, 2009 • How did PoP ***applicants*** hear about the program? (Optional to report this information for subgroups: by race/ethnicity; ELL; special needs status of children)	Program administrative and accountability data Narrative (for description of outreach efforts)	POP child/family application and enrollment data collected Program Director Survey or interviews for info re: waiting lists, list of outreach strategies used

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2. Are outreach and other efforts effectively including children already identified with disabilities and other special needs in First 5 POP programs?	• #/% of children enrolled in POP programs who had special needs upon enrollment • #/% of children enrolled in POP programs who had special needs as of June 30, 2009 [in other words, were id'd during the year] • Describe any special outreach efforts made to encourage children with special needs to enroll.	• How many children applied and were turned down and/or did not enroll? Describe the children who applied and were turned down and/or did not enroll. Why were they turned down? Why didn't they enroll? • Describe the range of disabilities among the children with special needs who were enrolled from July 1, 2009 – June 30, 2010.	Program administrative data	POP child/family application and enrollment data collected Program Director Survey or interviews

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3. Are more children receiving screening and assessments, provided appropriate services, and effectively included in First 5 Preschool Demonstration Project programs?	• What screening tools are being used? • For each tool: For which children is this tool used? When is it administered? Who administers it? [descriptive information] [Note: assumption is that all sites are using the ASQ as a screening tool. If this is not correct, make sure to identify the tool(s) being used.] • For each screening tool used: From July 1, 2009 – June 30, 2010, how many children were screened in the past year? For each of the following, report for whole group and also report by ethnic/race and ELL breakdowns: • From July 1, 2009 – June 30, 2010, #/% of children screened who were referred for assessment in the past year • What inclusion practices (if any) are being implemented within POP programs? [descriptive]	• #/% of children referred to what types of additional services over the course of the year • From July 1, 2009 – June 30, 2010, of children referred for assessment, #/% of children that received services	Program administrative and accountability data Narrative (for description of inclusion practices)	Director survey/interview Administrative data collection from programs

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4. Are quality criteria effectively implemented in First 5 Preschool Demonstration Project programs?
 	
Note: An "outside rater" is defined as an individual or team that is not a current or former employee (within the past 12 months) of the program/provider being rated. Such individuals should have demonstrated inter-rater reliability.
	• Average global ECERS-R scores of participating centers, as measured by an outside rater. Report every two years, indicating when the ECERS-R was administered, and by whom.
	• Average global FDCRS (FCCERS) scores of participating family child care homes, as measured by an outside rater. Report every two years, indicating when the FDCRS (FCCERS) was administered and by whom.
	• Report separately for master teachers and for assistant teachers: As of July 1, 2009 (or beginning of the site's preschool year), #/% of POP master/assistant teachers who:
	   o Have a CDA, AA, BA, MA in ECE or relevant field (report highest degree)
	   o Are entry, advancing, First 5 quality [i.e., Level]
	   o By highest permit level held [i.e., assistant teacher, associate teacher, teacher, master teacher, program director]]
	• As of 6/30/10, #/% of POP master teachers/assistant teachers who:
	   o Have a CDA, AA, BA, MA in ECE or relevant field (report highest degree)
	   o Are entry, advancing, First 5 quality [i.e., Level]
	   o By permit level
		• Annual ratings of ECERS-R/ FDCRS (FCCERS)
		• Mean ratings of classroom quality on any other measures (e.g., ELLCO, SELA, CLASS, etc.)
		• Structural quality measures (e.g., child to staff ratio, physical environment, health and safety, etc.)
		• Match of teacher ethnicity/race/language with student population
		• As of [date], number and type of trainings/professional development opportunities during the year
		• As of date, number of staff who attended trainings/professional development opportunities during the year
		• Type of personal education planning/supports provided to teachers
		• For each of the 13 quality standards: define it and monitor presence/absence
		• Retention
		• From 7/1/09 - 6/30/10, average # of degree-related/permit-related units completed by POP master teachers; by PoP assistant teachers
		• Subgroup data: #/% of POP master/assistant teachers by degree, by level, by permit level AND by ethnicity/race and language(s) of instruction
			ECERS-R and FDCRS (FCCERS)
			
			Program administrative and accountability data
				Classroom observations
				
				Program director survey/interview
				
				Administrative data collection
				
				Teacher survey

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5. Do more preschool teachers and administrators have the expertise to include and effectively support children with disabilities and other special needs, and children who are English language learners?	• Describe courses/trainings provided through PoP to help teachers gain skills in working with ELLs or children with special needs. • As of June 30, 2010, #/% of teachers trained through PoP funds to work with ELLs • As of June 30, 2010, #/% of teachers trained through PoP funds to work with children with special needs • As of June 30, 2010, #/% of administrators trained through PoP funds to work with ELLs • As of June 30, 2010, #/% of administrators trained through PoP funds to work with children with special needs • If additional training is available through funds that have been leveraged by PoP funding, describe the training provided and numbers of individuals served (if available).	• % of teachers reflecting children's cultural/linguistic background • As of June 30, 2010, #/% of teachers who have special degree and/or certification to work with ELLs • As of June 30, 2010, #/% of administrators who have special degree and/or certification to work with ELLs • As of June 30, 2010, #/% of teachers who have special degree and/or certification to work with children with special needs • As of June 30, 2010, #/% of administrators who have special degree and/or certification to work with children with special needs	Child development permit data from the California Department of Education Program-level personnel data Program administrative and accountability data	Teacher survey/interviews Program Director survey/interviews
6. Are parents included in, and satisfied with, the PFA programs?	• What strategies are used to include parents in POP programs? (descriptive) • Scores on DRDP parent survey (describe when it was administered). If possible, use the measurement in February 2010 (or closest to that date). If that is not available, then use the last measurement of the preschool year. Report aggregate scores for items 1-6 (not the open-ended responses), including the number of parents responding to each item.		Desired Results Parent Survey Narrative (for description of strategies to include parents)	Family interviews

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7. Are children who participate in First 5 Preschool Demonstration Project programs better prepared to be successful in Kindergarten and Early Elementary grades?
 8. Are we closing the "achievement gap" experienced by the diverse populations of California's youngest children, including those with disabilities and other special needs and English language learners?
 	
 9. Which Preschool Demonstration Project strategies and services most effectively promote positive outcomes for children, particularly children from diverse cultural and linguistic backgrounds?
 10. Which Preschool Demonstration Project strategies and services most effectively promote positive outcomes for children with disabilities and other special needs?
	• DRDP (revised)* scores for overall scale and for any subscales at beginning of preK year. (At the individual indicator level: Aggregate scores for all children/all programs in the demonstration site, along with the number of children included in the report.)
	 • DRDP (revised)* scores for overall scale and for any subscales at end of preK year. (At the individual indicator level: Aggregate scores for all children/all programs in the demonstration site, along with the number of children included in the report.)
	
	 This would permit statements such as the following:
	 "At the beginning of the preK year, only xx% of children across all PoP sites were at the integrating level in language. By the end of the year, yy% of children were at the integrating level."
	 OR: "At the beginning of the preK year, xx% of children were just beginning to explore literacy. By the end of the year, just yy% of children were still at the beginning exploration level."
	 OR: "Across the reporting PoP demonstration sites, children showed the most progress in desired results related to becoming effective learners. They showed less progress in areas related to personal and social competence. This suggests that programs might want to focus more attention on areas related to personal and social competence."
		• Results of any kindergarten entry screening tests (e.g., San Mateo/ San Francisco/Santa Clara approach)
		
		 • Report aggregate scores by the following sub-groups:
		   o Special needs
		   o ELLs
		   o Ethnicity/race
		   o Program setting:
		     • Head Start
		     • State preK
		     • General child care
		     • Private child care center
		     • Family child care home
		   o Curriculum
		   o Attendance data
		   o Gender
		   o Date of assessment
		   o Age of child at assessment
		   o Hours of instruction
		   o Quality of setting (e.g., ECERS-R or FDCRS/FCCERS scores)
			Program administrative data
			
			 Pre-/post DRDP (revised)* scores
				DRDP (revised)* as per recommended approach
				
				 Kindergarten entry data: surveys of K teachers, parents; direct observation/testing of children

*First 5 California is committed to using and reporting data from the DRDP appropriately and responsibly. All reports including DRDP data will also include a brief description of the instrument and its appropriate uses.